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**Knowledge Rich Curriculum Plan**

English – Unit: *Blood Brothers*

**Year 9**



| **Unit: Blood Brothers** |  |  |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Wider Curriculum Links** | **Assessment** |
| Lesson 1: Context and Class | * Class distinctions are the differences between different social classes. For example, middle class people are more likely to go to university than working class people. * Middle class people are either financially or culturally better off than working class people. * Prejudices about working-class people have become embedded in British society, making life much harder for working class people. * Willy Russell grew up as a working-class boy / man. * George Orwell argued that the middle classes are often repulsed by the working classes. * Orwell argued that the middle classes become prejudiced as a result of their education. | Prejudice: having preconceived opinions about people that are not based on reason or actual experience.  Repulsion: intense distaste or distrust  Class distinctions: differences in characteristics and behaviour between different social classes. | * *Societies often contain inequalities, for example the dystopian society in The Hunger Games.* * *Some jobs are better paid than others.* | Social class appears in An Inspector Calls and to a lesser extent in A Christmas Carol.  Students building on their knowledge of society from Hunger Games scheme.  Social class is introduced in Oliver Twist | CCQ: What are class distinctions?  Class distinctions are the differences between different social classes. For example, middle class people are more likely to go to university than working class people.  Comprehension questions in booklet. |
| Lesson 2: The Prologue | * Hamartia is either an honest mistake made by a tragic protagonist, or a flaw in their character. * Immediately, Russell's narrator reveals that the twins' fate is a tragic one: they will die. * Russell might have used an omniscient narrator to reveal the end of the play because this forces the audience to 'judge' for themselves the reasons why the twins die as they watch the play. * The events of the play can be seen as tragic because they involve the death of the main protagonist, and their hamartia, their mistake, is only to be born into the wrong class. * Russell insists that the class system is largely to blame for the tragedy of the play because this system disadvantages working class people because of the prejudices they face. | Slain (T2): killed violently, wantonly, or in great numbers  Fate (T2): events outside a person's control – things which are bound to happen to a person | * *Tragedy is a genre of play which ends in an unhappy ending.* * *Tragedies often depict the death of their protagonist.* * *A prologue is a separate introductory section of a literary, dramatic, or musical work.* | Knowledge of tragedy from Romeo and Juliet in Yr 8.  Building more complex knowledge of tragedy in preparation for Year 10. | CCQ: What is hamartia?  Hamartia is either an honest mistake made by a tragic protagonist, or a flaw in their character. |
| Lesson 3: Mrs Johnstone | * Russell might have chosen to compare Mrs Johnstone to Marilyn Monroe because both characters seem to have tragic endings. Marilyn Monroe was a glamorous American model. Likewise, Mrs Johnstone was once thought of as a glamorous person in her community. Yet, just as Monroe fell from these heights, so too has Mrs Johnstone as her former partner has left her, and she is left to support her many children. * Mrs Johnstone has been aged by her difficult working class life being a mother to her seven children: 'By the time I was 25 I looked like 42'. * Mrs Johnstone is an isolated character: 'No more dancing / No more dancing'. Russell suggests to the audience that she is a melancholy character. | Motif (T3): An image or idea that appears frequently throughout a text.  Isolated (T2): having minimal contact with others | * *Tragedy is a genre of play which ends in an unhappy ending.* |  | CCQ: Why do you think that Russell has chosen to compare Mrs Johnstone to Marilyn Monroe? What do they have in common?  Russell might have chosen to compare Mrs Johnstone to Marilyn Monroe because both characters seem to have tragic endings. Marilyn Monroe was a glamorous American model. Likewise, Mrs Johnstone was once thought of as a glamorous person in her community. Yet, just as Monroe fell from these heights, so too has Mrs Johnstone as her former partner has left her, and she is left to support her many children.  MCQ |
| Lesson 4: Nature vs Nurture | * Willy Russell believes that nurture is more important than nature because the play shows how class can determine how someone's life plays out. * Mrs Johnstone wishes that her child could be raised in a house like Mrs Lyons'. She uses the word 'palace', which has connotations of luxury, to exaggerate how different their two houses are. * Mrs Johnstone and Mrs Lyons are highly contrasting in their presentation: Mrs Johnstone is a working-class woman, while Mrs Lyons is from a middle-class household. | Nurture (T2): care for and protect (someone or something) while they are growing. | * *Russell insists that the class system is largely to blame for the tragedy of the play because this system disadvantages working class people because of the prejudices they face.* * *Prejudice is having preconceived opinions about people that are not based on reason or actual experience.* | Students have previously studied nature vs nurture during the Frankenstein unit – should build on that knowledge here.  Importance of social class in determining outcomes in An Inspector Calls. | CCQ: Which side of the debate is Willy Russell on?  Willy Russell believes that nurture is more important than nature because the play shows how class can determine how someone's life plays out.  MCQ |
| Lesson 5: Superstition | * One superstition described in the play is that bad luck will come to a person who places shoes on a table. * Mrs Lyons exploits Mrs Johnstone's superstitious nature by telling her that both of the twins will 'immediately die' if either of them finds out they are a twin. * Mrs Lyons exploits Mrs Johnstone in this way because she wants complete control over her son – she wants to feel that he is hers. * Mrs Lyons' behaviour reveals that her character is perhaps controlling and possessive. * Russell suggests that Mrs Lyons might behave in this way because she is worried about having a perfect family. | Superstition: excessive belief in, and fear of, the supernatural. For example, one superstition is that stepping on cracks in the pavement or walking under a ladder will bring bad luck. | * *Mrs Johnstone and Mrs Lyons are highly contrasting in their presentation: Mrs Johnstone is a working-class woman, while Mrs Lyons is from a middle-class household.* | Superstition in Macbeth. | CCQ: Why do you think people trust in superstition so much?  Perhaps people trust in superstition because it makes them feel safe and secure. Superstition makes people feel like they can avoid bad things happening.  MCQ |
| Lesson 6: Mickey | * Russell presents Mickey as idolising Sammy in the monologue he gives in this scene. * They can find various pieces of evidence to substantiate this claim in the extract provided. | Idolise (T2): to admire or worship someone, perhaps excessively  Monologue (T3): a long speech by one person in a play | * *Students already know how to write an analytical or evaluative paragraph. This is recapped in booklet.* | Evaluative paragraph the focus of the unit – we are building towards an extract explosion. Has links to GCSE English Language Q2 and Q4. | CCQ: How does Russell present Mickey and Sammy's relationship in this scene?  Russell presents Mickey as idolising Sammy in the monologue he gives in this scene.  MCQ  Through extended writing |
| Lesson 7: Mickey and Edward | * Mickey uses a working-class sociolect. * Edward speaks in a far more formal register than Mickey. * Mickey's speech is supposed to be delivered in a Scouse dialect. This is indicated by the use of slang and abbreviated (shortened) words. * Russell contrasts the two characters immediately in the play. | Dialect - a particular form of a language which is peculiar to a specific region or social group.  Sociolect - the dialect of a particular social class.  Register - the way people speak differently in different circumstances or contexts. E.g. Someone may use a formal register in school, but a more informal register – maybe using slang (e.g. 'bro', 'mate') – outside of school. | * *They can use comparative discourse markers to strengthen their comparative writing.* | Comparing and contrasting Paper 2 of English Language.  Register in An Inspector Calls and at A-Level in *Streetcar Named Desire.* | CCQ: What different registers do you use?  I use a different register at school compared to how I speak with my family. With my family, for example, I might use less informal language like 'mate' or perhaps less impolite language like swear words.  MCQ |
| Lesson 8: Accent and dialect | * Mickey's speech is represented using abbreviations to demonstrate his Scouse accent and use of dialect. * Edward uses Standard English while Mickey uses a more dialectal form of English. * They can develop their understanding of different forms of language by writing a script of their own using the variations in the key vocabulary. | Abbreviation: shortening words, marking omitted letters with an apostrophe to suggest pronunciation, for example, 'nothin’'  Register: the way people speak differently in different circumstances or contexts. E.g. Someone may use a formal register in school, but a more informal register – maybe using slang (e.g. 'bro', 'mate') – outside of school.  Standard English: the formal and grammatically correct form of English associated with academic writing or traditional publications  Accent: how a language is pronounced.  Dialect: a particular form of a language which is peculiar to a specific region or social group. E.g. 'barm', 'tea cakes', 'sandwiches' | * *Mickey uses a working-class sociolect.* * *Edward speaks in a far more formal register than Mickey.* | Requirement to look at register and dialect on NC.  Register in An Inspector Calls and at A-Level in *Streetcar Named Desire.* | CCQ: How are Mickey and Edward's registers different?  Mickey uses a working-class sociolect while Edward speaks in a far more formal register. |
| Lesson 9: The Lyons Family | * Women were expected to behave in a way that satisfied their husbands in American (and by extension British) society of the mid-twentieth century. They 'learned that truly feminine women do not want careers, higher education, political rights', as Betty Freidan puts it. * Mrs Lyons reflect these expectations as she prioritises being a housewife above all else. She does not have any other activity to direct her attention towards other than being the 'perfect' mother. * When Edward does something that is not 'perfect', Mrs Lyons reacts violently. This abusive behaviour is perhaps a consequence of the pressure she and middle class society have put on her to have the perfect family. | Dissatisfaction (T2): lack of satisfaction. A sense of disappointment.  Neurotic / neurosis (T2): a relatively mild mental illness such as anxiety, stress, hypochondria (always feeling something is wrong with you). | * *Mrs Lyons is a middle-class woman.* * *Middle-class households are typically wealthier. Mr Lyons has a professional job so Mrs Lyons does not have to work.* | Links to Sheila and the pressure on Sheila to marry in *An Inspector Calls*.  Links to theme of hysteria in The Yellow Wallpaper in short stories unit. | CCQ:  1) How were women expected to behave in American (and by extension British) society of the mid-twentieth century?  2) How does Mrs Lyons reflect these expectations?  Model answers in intended knowledge.  MCQ home learning. |
| Lesson 10: Linda | * Mrs Johnstone is presented as a more sensitive character than Mrs Lyons. While she is not a perfect character, she does her best to care for her children in difficult circumstances, while Mrs Lyons has been consistently portrayed as a manipulative character in the way that she treats Mrs Johnstone. * Russell presents Linda as a sensitive and independent character. * Students will develop their procedural knowledge of how to answer a question asking about an extract and a whole text. * Russell presents a variety of female characters in the play, exploring themes of independence and the consequences of sexism. | Independent: not depending on anyone else  Sensitive: being able to understand and appreciate others' feelings | * *Mrs Lyons has manipulated Mrs Johnstone by taking advantage of her faith in superstition.* * *Mrs Johnstone is a working-class woman who is isolated and desperate.* * *Mrs Lyons is neurotic and highly dissatisfied as a result of the societal pressure to have the perfect middle-class family.* * *Sexism is prejudice, stereotyping, or discrimination, typically against women, on the basis of sex* | Extract explosion questions are on both Macbeth and ACC questions on literature GCSE.  Students developing their understanding of female characters in literature, and how writers criticise the consequences of sexism and male dominance in society.  **Note there is room to add in notes about patriarchy in this lesson next year.** | CCQ: Who is a more sensitive character: Mrs Lyons, or Mrs Johnstone?  Mrs Johnstone is presented as a more sensitive character than Mrs Lyons. While she is not a perfect character, she does her best to care for her children in difficult circumstances, while Mrs Lyons has been consistently portrayed as a manipulative character in the way that she treats Mrs Johnstone. |
| Lesson 11: Mr and Mrs Lyons | * Mr Lyons patronises Mrs Lyons. * Mrs Lyons is increasingly paranoid about imaginary threats to her son. * Students will develop their knowledge of how to write a letter. * Subordinate clauses can be used to add variety to sentence structures in directed writing tasks. * The correct format of a letter. | Patronising: treating someone in a way that is apparently kind or helpful but that betrays a feeling of superiority. E.g. talking down to someone.  Paranoia: (in a non-medical sense) unjustified suspicion and mistrust of other people. | * *Mrs Lyons is neurotic and highly dissatisfied as a result of the societal pressure to have the perfect middle-class family.* | Paranoia in Macbeth.  Patronising behaviour of Mr Birling in AIC. | CCQ: How is Mrs Lyons presented as paranoid at this moment in the play?  At this point in the play, Russell clearly indicates that Mrs Lyons is becoming increasingly paranoid: she feels that her son, who she of course wants to be perfect, is being threatened by the working class influences around him. These threats are based on Mrs Lyons' prejudice, yet Mrs Lyons is still worried enough now to want to move away. The whole situation is not helped by Mr Lyons' patronising behaviour. |
| Lesson 12: Class prejudice | * Through the character of the Policeman, Willy Russell explores the different way society treats the Johnstones and the Lyons by showing how the officer uses different registers in talking to each parent. For example, the officer uses colloquial language when talking to Mrs Johnstone. * Willy Russell is showing that, even at this early age, Edward and Mickey are treated differently by those in power in society. Mickey is a victim of negative prejudice while Edward is treated more generously by the police. | Colloquialism: a word or phrase that is not formal or literary and is used in ordinary or familiar conversation. | * *Prejudices about working-class people have become embedded in British society, making life much harder for working class people.* | In An Inspector Calls, the Birling parents think that they are owed special treatment by the Inspector due to their social status. | CCQ: What does Russell want to say about society through the character of the policeman?  Through the policeman, Russell is revealing how class prejudice operates or has operated in British society, so that working-class young people are treated far more harshly than their middle-class peers. |
| Lesson 13: The End of Act 1 | * The end of Act 1 shows both families feeling a new sense of optimism as they both move out of Liverpool: the Lyons to an affluent middle-class area, and the Johnstones to a new council house just around the corner. * At the start of the play, Mrs Johnstone was the more superstitious character – she was highly anxious when Mrs Lyons placed some shoes on the table, and Mrs Lyons uses this fact to manipulate her. * Mrs Lyons has reverted back to her original beliefs about superstition because she is feeling more secure now that she has moved away from the Johnstones. * Edward’s use of the superstition reveals that he is perhaps still under the influence of Mickey, despite having moved away. * Russell might be suggesting that people become superstitious more during times of mental distress, perhaps to make themselves feel better or more in control. | Affluent: (especially of a group or area) having a great deal of money; wealthy.  Optimism: hopefulness about the future | * *Perhaps people trust in superstition because it makes them feel safe and secure. Superstition makes people feel like they can avoid bad things happening.* | Optimism and pessimism are very useful words with which to approach unseen texts at GCSE. | CCQ: I do / do not [choose one] think that the sense of optimism at this point in the play will last because...  ... we know from the start of the play that a tragedy will unfold. Moreover, Russell has persistently hinted that the class system will be the downfall of the two boys, thanks to the disadvantages Mickey has persistently faced. |
| Lesson 14: Beginning of Act Two | * The opening of Act Two closely parallels the opening of Act One in several key ways. * Russell uses the start of Act Two to closely parallel Act One, however there are significant differences. For example, the milkman is friendly towards Mrs Johnstone whereas previously this character was demanding and frustrated due to non-payments. * However, the audience is aware from the narrator that the play will end in tragedy, so the sense of optimism here remains unsettling. * This use of dramatic irony by Russell is perhaps intended to build tension for the audience, who are left worrying when things will take a wrong turn. | Parallel (T2): a person or thing that is similar or analogous to another.  e.g. The opening of the second act closely parallels the opening of Act One, but with important differences.  Unsettling (T2): causing anxiety or uneasiness; disturbing.  Dramatic irony (T3): When the audience knows something that the characters don’t. | * *At the beginning of Act One, the milkman is demanding money from Mrs Johnstone, Mrs Johnstone is singing, and Mrs Johnstone is compared to Marilyn Monroe.* | Dramatic irony occurs in AIC and Macbeth. Useful terminology. | CCQ: How and why is Russell using dramatic irony at the start of Act Two?  Russell uses the start of Act Two to closely parallel Act One, however there are significant differences. For example, the milkman is friendly towards Mrs Johnstone whereas previously this character was demanding and frustrated due to non-payments.  However, the audience is aware from the narrator that the play will end in tragedy, so the sense of optimism here remains unsettling.  This use of dramatic irony by Russell is perhaps intended to build tension for the audience, who are left worrying when things will take a wrong turn. |
| Lesson 15: Education | * In Russell's time, and perhaps still today, there was a class divide in education. * Many middle-class parents could afford to send their children to private school, where better resources often meant a child would go on to university and well-paid jobs. * By contrast, for most working-class children, university wasn’t an option, and their schools never considered it to be an option. * Mickey and Eddie are both humiliated by their teachers. * However, Mickey's teachers have low expectations of him, while Eddie's have high expectations of him. * They can use comparative discourse markers to compare and contrast. | Futility (T2): pointlessness or uselessness  Academically (T2): in a way that relates to education and scholarship | * *Class distinctions are the differences between different social classes. For example, middle class people are more likely to go to university than working class people.* * *Russell believes that nurture is more important than nature in determining a person's life.* |  | CCQ: How does Russell present education as reinforcing class divides in society?  Russell shows that the disparity in expectations at a private school and a non-paying school meant that children would rarely have a chance to escape the class they were born into. |
| Lesson 16: Mickey and Linda | * Mickey struggles to express how he feels. * Russell is criticial of the causes behind this inarticulacy (word will need defining – should be added to vocab list in future). * Linda is a more independent and strong-minded character. * How Linda and Mickey are presented at various points in the play, including evidence. * Building procedural knowledge of how to answer an extract explosion question. | Timidly (T2): Nervously  Ineffectually (T2): doing something without the intended outcome happening; futile | * *So far in the play, Linda has been presented as a sensitive and independent female character.* | Extract explosion GCSE questions.  Gender dynamics in Macbeth, for e.g., but other texts at KS3 as well. | CCQ: How do the two characters, Mickey and Linda, behave during this scene?  Mickey is timid during this scene: he does not respond at all to Linda's ineffectual attempts to flirt with him. |
| Lesson 17: Mickey and Linda write up | * As above, building procedural knowledge of how to answer an extract explosion question. | Articulate / inarticulate: the ability or inability to express oneself. | * *Yesterday's work on Mickey and Linda's characters throughout the play.* |  | Almost a mini-hinge assessment where teachers can check student progress on this type of question. |
| Lesson 18: Contrast | * It is ironic that the twins sing about wanting to look like the other as they both feel a sense of insecurity about who they are that is probably unnecessary. Russell is perhaps suggesting that this is * Russell is perhaps suggesting that the boys' insecurities create a sense of equality because they both have a very adolescent sense of not being good enough, or always wanting to feel like someone else. * Russell uses contrast to emphasise various class distinctions in the play. For example, Russell stresses the disparity between Eddie and Mickey's vocabulary, or the contrast between Mrs Lyons and Mrs Johnstone's houses, or between Mickey and Eddie's education. * Moreover, the contrast between Mr Lyons and Mrs Lyons emphasises the sexist society that Russell is depicting: Mrs Lyons has no responsibilities beyond her own household. | Contrast (T2): the state of being strikingly different from something else in juxtaposition or close association.  Insecure (T2): being uncertain or anxious about yourself. | * *Mickey and Eddie's educations are different because Eddie's comes with high expectations, whereas Mickey is told by his teachers that he won't go anywhere.* * *Russell shows various other disparities in the play (much of the lesson is about activating this prior knowledge).* | Contrast a useful term to know for unseen texts especially. | How does Russell use contrast in the play? Try to give 3 examples of different contrasts used.  Russell uses contrast to emphasise various class distinctions in the play. For example, Russell stresses the disparity between Eddie and Mickey's vocabulary, or the contrast between Mrs Lyons and Mrs Johnstone's houses, or between Mickey and Eddie's education. |
| Lesson 19: Mrs Lyons' paranoia | * Mrs Lyons is truly paranoid at this point in the play. She says that 'wherever I go you'll be just behind me' * Mrs Lyons continues her manipulative behaviour by trying to bribe Mrs Johnstone. * Russell uses the stage directions to create a climactic moment in the play: this is perhaps the most dramatic moment so far. * Student will know how to evaluate why Russell presents Mrs Lyons in this way. | Manipulate / manipulative (T2): control or influence someone or a situation in an immoral way. | * *Mrs Lyons has been presented throughout the play as a neurotic and nervous character. She is paranoid about the threats to her son from working class characters such as Mickey. She is determined to have the perfect family, and this pressure is partly to blame for her mental health problems.* | Paranoia in Macbeth. | CCQ: How has Mrs Lyons tried to manipulate Mrs Johnstone so far in the play?  Mrs Lyons has used Mrs Johnstone's fear of superstition to ensure that she is too afraid to see Edward again. |
| Lesson 20: Foreshadowing | * Students will know what foreshadowing is and be able to recognise it in a video clip. * Russell uses foreshadowing to create a foreboding atmosphere in this scene. * Students will be able to analyse key quotations and practice their language analysis skills by thinking about the associations of particular words, images, or metaphors. | Foreshadowing (T3): a warning or indication of a future event  Foreboding (T2): a feeling that something bad will happen; fearful apprehension. | * *Students already know how to analyse a quotation. Teacher to model deeper thinking in analysis.* | Foreshadowing crucial for Q3 Eng. Lang Paper 1. | Why might Russell use foreshadowing in Blood Brothers? What might he want to warn his audience about?  Russell might want to use foreshadowing to hint at the tragedy that will happen at the end of the play, a tragedy which the narrator disclosed at the very start of the play. |
| Lesson 21: Education 2 | * Edward is more articulate than Mickey in the extract. * Russell shows this difference in vocabulary develops from an early age. * The relationship between Edward and Mickey demonstrates that nurture is more important than nature. * Students will be able to find and analyse evidence for all of the above statements. | Articulate (T2 – verb or noun): expressing something clearly and fluently | * *An extract explosion question requires an answer that covers moments from across the play.* | Extract explosion questions. | CCQ: Why is Edward more articulate than Mickey?  Edward is more articulate than Mickey thanks to his superior education, and access to better resources at home – the dictionary, for example. |
| Lesson 22: A downfall | * In the 1970s, Britain was suffering from a recession (when the economy of a country gets smaller) and unemployment was rising. * Mickey would be more vulnerable to the economic depression in the 1970s and 80s because he is a working-class man who is likely to be working in the industries being shut down. * Since Edward went away to university, the disparity between him and Mickey has grown. Mickey is increasingly pessimistic about his life – he is in a poorly paid job working long hours. Edward's experiences, however, encapsulate the privileges that a middle-class upbringing can provide. He is going to parties and having the time of his life. | Disparity (T2): a great difference  Pessimism (T2): lack of hope about the future  Encapsulates (T2): expresses the essential features of something succinctly; sums up. | * *Tragedy is a theatrical genre which depicts the downfall of a main character due to their hamartia – a mistake or flaw in their personality.* * *The play depicts the downfall of two brothers whose fates are determined by the class system.* | Further embedding knowledge of tragedy for Macbeth. | CCQ: Why would a person like Mickey's character have been badly affected by the economic conditions in the 1970s and 1980s?  Mickey would be more vulnerable to the economic depression in the 1970s and 80s because he is a working-class man who is likely to be working in the industries being shut down. |
| Lesson 23: Escalating violence | * In Act One of Blood Brothers, the children believe that guns are harmless, just for play. * However, in Act Two, it is clear that attitudes have changed. Sammy knows that guns carry a danger, however he is desperate enough to use them for criminal purposes. * These changes encapsulate how easy it is for working-class children to fall into a life of crime due to the limited opportunities available to them. | Encapsulates – further embedding from yesterday. | * *The children play with guns in Act One.* * *Working-class children in school were often faced with low expectations of what they could do.* | Will help students to understand why Eva Smith is vulnerable in AIC. | CCQ: How have guns been used in the play before this point?  In Act One, the children are seen playing with toy guns.  CCQ: According to Russell, what are the reasons why people like Sammy and Mickey turn to crime?  Russell is perhaps showing that it is easy for working-class children to fall into a life of crime due to the limited opportunities available to them. For example, it has already been hinted at that Sammy is tempted by criminal acts in his argument with the bus conductor. |
| Lesson 24: Mickey's downfall | * Mickey is vulnerable at this point in the play because he is at risk of losing his job, and soon will lose his job. His need for money makes him vulnerable to various threats, e.g. crime. * Mickey feels emasculated by the help that Edward is giving him and Linda. * Mickey's fate is determined by the economic environment that he has to survive in. * Mickey's downfall is not his fault. | Vulnerable (T2): in a situation where one can be easily harmed  Emasculated (T2): when a man feels deprived of his male 'role' or identity. | * *Mickey is vulnerable at this point in the play because he is at risk of losing his job, and soon will lose his job. His need for money makes him vulnerable to various threats, e.g. crime.* | Tragedy in Macbeth.  Eva Smith's vulnerability in AIC. | CCQ: Before we read, what makes Mickey vulnerable at this stage in the play?  Mickey is vulnerable at this point in the play because he is at risk of losing his job, and soon will lose his job. His need for money makes him vulnerable to various threats, e.g. crime. |
| Lesson 25: Why did Willy Russell write Blood Brothers? | * Socialism is a political movement which aims to spread wealth more evenly and to treat all people fairly. * Socialism is a way of organising society so that the government, rather than private individuals, own more of the wealth in society. This way, the resources of society can be shared out more fairly and working-class people protected. * At the end of the play, Russell explicitly claims that it is 'class' that is to blame for what 'came to pass'. * Russell is using the play to argue that socialist policies are necessary to protect vulnerable working-class people. | Socialism: a political view which argues that workers should be given more control over their jobs, and that the money of the richest in society should be redistributed to the poor. | * *Class distinctions are the differences between different social classes. For example, middle class people are more likely to go to university than working class people.* * *Middle class people are either financially or culturally better off than working class people.* * *Prejudices about working-class people have become embedded in British society, making life much harder for working class people.* * *Willy Russell grew up as a working-class boy / man.* | Socialism a key concept to understand in An Inspector Calls.  Understanding of authorial intent. | CCQ: What is socialism?  Minimum answer: Socialism is a political movement which aims to spread wealth more evenly and to treat all people fairly.  Challenge: Socialism is a way of organising society so that the government, rather than private individuals, own more of the wealth in society. This way, the resources of society can be shared out more fairly and working-class people protected. |
| Lesson 26: Themes | * Russell has claimed that, 'Like many people of his generation [my father's] life would have been fantastically different if he'd been born into my generation or into a different class, which is what Blood Brothers is all about.' * Social class is the most important theme in the play because it determines the boys' fates. Moreover, all other themes in the play can be traced back to class distinctions. |  | * *At the end of the play, Russell explicitly claims that it is 'class' that is to blame for what 'came to pass' in the play.* | Social class important in AIC.  Ability to pinpoint key themes important with all GCSE texts. | CCQ: Why is social class the most important theme in the play?  Social class is the most important theme in the play because it determines the boys' fates. Moreover, all other themes in the play can be traced back to class distinctions. |
| Lesson 27: Review | * Students will know how to write a successful review of the play, thinking about what aspects they enjoyed or did not enjoy. |  | * *Some students will have seen a version of the play live. Others will have to rely on the version they have watched in class.* * *Students will need to be able to summarise the play – this is included in the knowledge retrieval task.* | Ability to summarise a key skill for English Language Paper 2. |  |